# Sarah Baldwin EDT 514

# Learning Activity 1

**Counting**

**What They Will Do:**

During this activity students will be practicing counting. At this time students must be able to count to at least 30 by 1s, 2s, 5s, and 10s. For their first test they will be asked to count dots using one-to-one correspondence. I will begin the lesson by bringing them to group. We will count by 1s, 2s, 5s, and 10s. For 1s we count to 50. For 2s to 30 and for 5s and 10s we count to 100. Next students will go to their seats and I will pull up havefunteaching.com on my ENO Board. Students will follow the dance and sing along with some of the songs. Following this as a whole group we will complete a worksheet that asks the kids to count objects using one-to-one correspondence. This is our math lesson for the day, but then we will complete math centers. Three rotations will take place the first day and the other three the next day. For their computer math center the first graders will use PBS Kids to practice their counting or coolmathgames.com and play the game Count Cubes. On PBS Kids they can choose any counting game. At my teacher center we will complete a counting activity using linking cubes and an abacus.

**Classroom Setting:**

The setting for this activity is my classroom. For the beginning of the activity the students will sit on the carpet at our group area. Then they will work at their home seats, which are tables of about 4-5 students per table. This is where the song and worksheet will be completed. For math centers students rotate from one area of the room to another. They will sit at the six computers available in the classroom to participate in the games. My center takes place at my table. The math center groups are made up of 4-5 students per group and they are placed in groups based on their academic math level and abilities.

Students have been using computers all year and used them last year in Kindergarten as well. They also have technology class once a week, so they are very familiar with computers. They are able to successfully get to the school website and then navigate to the appropriate pages. Coolmathgames.com is on our school website. In order to get to PBS Kids I will first show the students on my ENO Board prior to the lesson. Most students already can get to this site on their own. Before participating in this activity they need to have experience with computers, which they all do.

**Learning Objective**

The learner population for this activity is 26 first grade students.

**Standards and Benchmarks**

I am using the Common Core Standards because that is what our school follows.

Number and operations in Base ten 1.nBt

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Operations and algebraic thinking 1.oa

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

-As a result of this activity students should be able to successfully count objects or pictures. They should be able to point to the objects/pictures and successfully count the correct number. This shows one-to-one correspondence. They should be able to count successfully by 1s, 2s, 5s and 10s to at least 30 by this time in the school year. They should also be able to navigate through the Internet to get to certain websites and then use that sit to complete a game.

**Technology Integration**

Technology will be used to enhance the activity because it allows the students to practice what we just learned. The technology improves the learning process because the counting songs on havefunteaching.com are more engaging than simply sitting at carpet to count. It gets the students moving and their brains thinking. The technology allows the students to extend on what they just learned in the activity. It lets them practice using one-to-one correspondence while they play the games on the computer. While singing the counting songs they can also practice counting, which is an essential skill to learn more math concepts. This knowledge will help them with addition and subtraction, which will come in a later activity. As a teacher the technology changes the instructional process by making the lesson more engaging. It is difficult to make counting fun, but by using the songs it gets the students moving and participating in the learning process. It also helps to give the students a different venue to work. The games on the computer are educational, but fun and always grab the children’s’ attention.

**Connection to Standards**

**PK-2.RI. Research and Information Fluency** - By the end of Grade 2 each student will:

1. Interact with Internet based resources

**PK-2.TC. Technology Operations and Concepts -** By the end of Grade 2 each student will:

1. Be able to use basic menu commands to perform common operations (e.g., open, close, save, print)

6. Understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment

7. Demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites.

**Student Prior Knowledge**

To assess students’ prior knowledge I have already done a few counting activities with them. I have done quick activities with them at my teacher center during math centers to gage how they count and if they can use one-to-one correspondence. I learned that a few students couldn’t point to the objects and count correctly. By doing these activities I ensured that the students have prior knowledge of counting and have the ability to do it. I have helped them with the skill prior to this lesson, so they should be able to successfully complete the lesson.

**Content Knowledge**

I feel that I know a lot about the content being taught. I know how to count by more than just 1s, 2s, 5s and 10s. I am also able to count objects easily and quickly. I know that using your finger to point to the objects helps to keep track of what you have counted. In order to teach this activity I must be able to count and use one-to-one correspondence.

**Pedagogical Knowledge**

The instructional techniques used in this activity are whole group instruction, which allows me to teach a mini lesson and allows all students to participate in the discussion. This helps me to see who can count and who has trouble. The centers allow me to work with small groups to focus more on each student. If a student is having trouble I can offer them more assistance than when in a whole group. I am using the computer center because students can then be independent and practice counting on their own. These strategies work best for this activity because the students get to work in all three forms, whole group, small groups, and individually. This gives them chances to learn and then explore. It gives me, the teacher, to differentiate and it’s a chance to see how they work in those three situations.

**Technology Knowledge**

For this activity I know how to use the Internet and am able to navigate to different sites. I use coolmathgames.com with my students all the time and I even played Count Cubes to make sure the game was appropriate. I also have explored PBS Kids many times before and my students use that all the time as well. I checked out the site to find the math games for them to play. In order to be successful in teaching this activity I had to check out both websites, play the games, and learn how to navigate the sites. I also had to learn how to hook up my computer to my board in order to show the videos on havefunteaching.com.

**TPACK Analysis**

My rationale for teaching this particular content with this pedagogy and using videos and games is because I have found that it works well with first graders and my students. Worksheets on counting are fine for a few activities so that they can see what it will look like on a test, but using games to teach counting is more engaging for the students. They are still able to practice the skills I teach them through whole group and small group instruction. I use a variety of groupings and activities in order to engage every student. Differentiation allows me to reach every student at some point during the lesson since I know that they all learn differently.

Last year I taught small groups of RTI students in similar ways. I would begin with whole group instruction to teach a variety of topics and then we would complete an activity and finally use the interactive games on the computer to help master the skill. I had many students improve on the skills. I use kinesthetic activities often with my students because they are young and they need time to get their wiggles and energy out in educational and effective ways. Songs are a great way to accomplish this. I have also witnessed many other teachers do all these things in their classrooms and they have had positive outcomes as well.

**Assessment Plan**

I will assess students by checking the worksheet they complete as a whole group and by their participation in the counting activities. Also, at the end of October the first graders will be taking a math test. On this test students will have to answer two questions that ask them to count dots located in a box. I will assess their progress from checking their answers on the test. I will know that the learning objective was met if they successfully count the number of dots and complete the worksheet we complete together. Even though it is not on the first test it is essential that they be able to count correctly by 1s, 2s, 5s, and 10s. I will assess this by watching their participation during the songs and later in the year each student will be orally tested on this.

**Learning Activity Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Category** | **3 Points** | **2 Points** | **1 Point** | **0 Points** | **Score** |
| **Activity Description** | There is a very clear and detailed description of the plan that details what the students and teacher will be doing throughout the duration of the activity. | There is a fairly clear description of the plan that details what the students and teacher will be doing throughout the duration of the activity. | There is a general description of the plan that details what the students and teacher will be doing throughout the duration of the activity. | There isn’t a clear description of the plan that details what the students and teacher will be doing throughout the duration of the activity. |  |
| **Technology Integration** | The plan clearly states how technology will be used to enhance learning. The plan also indicates how students will be supported during the project. | The plan states how technology will be used in the learning environment. The plan mostly indicates how students will be supported during the project. | There is a general statement about how technology will be used. The plan partially indicates how students will be supported during the project. | There is not a clear statement about how technology will be used. The plan doesn’t indicate how students will be supported during the project. |  |
| **Learning Objective** | There is a clear connection between the design of the activity and the stated learning objectives. The activity is well suited to help students meet the stated objectives. | There is a connection between the design of activity and the stated learning objectives. The activity is mostly suited to help students meet the stated objectives. | There is a minimal connection between the design of the activity and stated learning objectives. The activity is partially suited to help students meet the stated objectives. | There isn’t a clear connection between the design of the activity and the stated learning objectives. The activity is not suited to help students meet the stated objectives. |  |
| **Connection to Standards** | Several relevant content and technology standards are stated in the learning objective. | Some relevant content and technology standards are stated in the learning objective. | Very few relevant content and technology standards are stated in the learning objective. | No relevant content and technology standards are stated in the learning objective. |  |
| **Student Prior Knowledge** | Student prior knowledge and skills have been taken into consideration and adequate support has been designed into the activity to help the students be successful in their learning. | Student prior knowledge and skills has mostly been taken into consideration and some support has been designed into the activity to help the students be successful in their learning. | Student prior knowledge and skills has partially been taken into consideration and support has been designed into the activity on a limited basis. | Student prior knowledge and skills have not been adequately factored into the planning of the activity. |  |
| **Content Knowledge** | All of the content knowledge (CK) required of the teacher to successfully execute this activity is clearly stated in the plan. | Most of the content knowledge (CK) required of the teacher to successfully execute this activity is stated in the plan. | Some of the content knowledge (CK) required of the teacher to successfully execute this activity is stated in the plan. | Very little of the content knowledge (CK) required of the teacher to successfully execute this activity is stated in the plan. |  |
| **Pedagogical Knowledge** | All of the pedagogical knowledge (PK) required of the teacher to successfully execute this activity is clearly stated in the plan. | Most of the pedagogical knowledge (PK) required of the teacher to successfully execute this activity is stated in the plan. | Some of the pedagogical knowledge (PK) required of the teacher to successfully execute this activity is stated in the plan. | Very little of the pedagogical knowledge (PK) required of the teacher to successfully execute this activity is stated in the plan. |  |
| **Technology Knowledge** | All of the technology knowledge (TK) required of the teacher to successfully execute this activity is clearly stated in the plan. | Most of the technology knowledge (TK) required of the teacher to successfully execute this activity is stated in the plan. | Some of the technology knowledge (TK) required of the teacher to successfully execute this activity is stated in the plan. | Very little of technology knowledge (TK) required of the teacher to successfully execute this activity is stated in the plan. |  |
| **TPACK Analysis** | The learning activity includes a logically supported rationale for the technological and pedagogical decisions made throughout. | The learning activity includes a logically supported rationale for most of the technological and pedagogical decisions made throughout. | The learning activity includes a logically supported rationale for some of the technological and pedagogical decisions made throughout. | The learning activity does not include a logically supported rationale for the technological and pedagogical decisions made throughout. |  |
| **Assessment** | An adequate assessment plan has been created that clearly outlines how students and/or their work will be assessed. | An adequate assessment plan has been created that outlines how students and/or their work will be assessed. | An assessment plan has been created that mostly outlines how students and/or their work will be assessed. | An adequate assessment plan is not provided. |  |
| **Grammar & Spelling** | There are no spelling or grammar errors. | There are a few spelling and grammar errors. | There are several spelling and grammar errors. | There are multiple spelling and grammar errors. |  |

**Comments:**

**Score: 33/33**